

Inventory of *Doing What Works* (dww.ed.gov) Professional Development Materials

Topic: *Dropout Prevention (DP)*

TOPIC SUMMARY		
Title/Media Type	Who	Description
<i>Dropout Prevention: Keeping Students in School</i> Multimedia Overview 7:15 min		This overview shows how the practices for Dropout Prevention fit together into a research-based and practical solution to reduce dropout rates.
<i>Dropout Prevention</i> Visual Diagram		This diagram shows strategies for dropout prevention to help districts and schools understand the scope of the dropout problem and design a coordinated and coherent approach targeted to students' needs. The 6 recommended practices operate best as part of a systemic strategy to address dropout prevention and recovery.
<i>Understanding Dropout Prevention Practices</i> Expert Interview 6:12 min	Mark Dynarski, Ph.D. Mathematica Policy Research	<ul style="list-style-type: none"> • Dr. Dynarski provides an overview of the dropout prevention topic and discusses the recommendations. • Develop a data system to diagnose the number and type of students dropping out. • Provide targeted interventions for dropout prevention including: assigning adult advocates, providing academic supports, and focusing on services that address social and behavior problems. • Personalize the learning environment and share with students postsecondary career options. • Consider a school's context, the scope of the problem, the kinds of problems present, and the reasons kids drop out to determine appropriate interventions.

Topic: *Dropout Prevention (DP)*

Practice: *Use data systems to identify individual students at high risk of dropping out. (Data Systems)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Utilizing Data Systems for Dropout Prevention</i> Multimedia Overview 6:04 min	<ul style="list-style-type: none"> • This overview illustrates the value of collecting and analyzing student-level data effectively to prevent dropouts. • Data systems can help identify which students are off track for graduation and should document accurate information on student withdrawals. They should automatically flag students with low grades, course failures, and frequent absences; all indicators a student is off track. • Data systems should be standardized so they can work with the systems of other schools—district and statewide. • Data systems can be used to monitor the academic and social performance and the sense of engagement of all students continually and to identify students at risk of dropping out before key academic transitions.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>The Importance of Data Systems for Dropout Prevention</i> Expert Interview 4:03 min	Elaine Allensworth, Ph.D. Consortium on Chicago School Research (CCSR)	<ul style="list-style-type: none"> • Dr. Allensworth states that longitudinal, student-level data is critical to understand the nature of the dropout problem. • Collect and document records linked across schools and districts for information on student transfers and withdrawals. • Develop staff's capacity to look past raw numbers to be able to develop early warning indicators and identify patterns across sub-group students and across schools.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<p><i>Taking Action Based on Freshman Indicators</i></p> <p>Audio Interview</p> <p>4:36 min</p>	<p>Paige Ponder</p> <p>Chicago Public Schools (CPS)</p> <p>Chicago, IL</p>	<ul style="list-style-type: none"> The Director of the Department of Graduation Pathways helps schools identify freshmen needing intervention to be on track for graduation by providing schools with a Freshman Watch list. The district supports the freshman on-track effort with additional staff members that develop a set of interventions for students who are off track. 	<p><i>Graduation Pathways: Using Freshman Year Indicators</i>—This professional development presentation outlines CPS’s districtwide effort to build staff capacity to prepare all students for postsecondary and employment success.</p> <p><i>Data Reports to Help Identify and Support Students</i>—A presentation that introduces high schools to 3 data reports: the Freshman Watch List, the Freshman Success Report, and the Credit Recovery Report.</p>
<p><i>Two or More Core F’s in Grade 9, Won’t Graduate Anytime</i></p> <p>Audio Interview</p> <p>4:25 min</p>	<p>Nicholas Montgomery</p> <p>Consortium on Chicago School Research (CCSR)</p>	<ul style="list-style-type: none"> A research analyst talks about how CCSR and CPS use a centralized data system to support the district’s dropout prevention and recovery program. Researchers use the freshman on-track indicator to predict with 80% accuracy who will graduate from high school. Researchers look at school climate and other indicators to help schools identify students who are off track. 	<p><i>Making the Transition: How Exempli Middle Eighth-Grade Graduates Are Doing in CPS High Schools</i>—A sample data and assessment report that shows the types of data schools can use to determine whether students are on track to graduation.</p> <p><i>What Matters in the Freshman Year for Graduating from High School</i>—A presentation to present the Framework for Freshman Year, which helps personnel understand the data on freshman year indicators to guide decisions on dropout prevention strategies.</p>
<p><i>Using Data to Determine Appropriate Interventions</i></p> <p>Video Interview</p> <p>5:29 min</p>	<p>Steve Lawler</p> <p>Foxfire Center for Student Success</p> <p>Zanesville, OH</p>	<ul style="list-style-type: none"> A high school math teacher discusses how the Intervention Team gathers data on student classroom performance, behavior, and health to determine appropriate student intervention. During weekly intervention meetings, teachers, administrators, counselors, and the school nurse discuss academic, behavioral, and health concerns of specific students. Intervention services occur in 3 tiers. 	<p><i>Goal-Setting Form</i>—A form that notes the steps planned to implement a standards-based grading system and create a core values report card. Through such a system coupled with a core values report card, teachers can routinely monitor academic and social performance of all students.</p>

DO WHAT WORKS	
Tool	Description
<i>Learning Together: Utilizing Data Systems for Dropout Prevention</i>	This tool is designed to help education practitioners organize a training workshop focused on using data systems to support dropout prevention efforts. With this tool, administrators, district leaders, teachers, and coaches can get more information and brainstorm ideas about utilizing data in their schools and districts.
<i>Evaluation Checklist: How Effective Is Our Use of Data?</i>	This self-assessment tool is designed to help state, district, and school education practitioners evaluate the capacities and applications of their comprehensive data system.
<i>Planning to Use Data: District and State Levels</i>	This planner is designed to help state, district, and school education practitioners evaluate the existing infrastructure and choose and implement an appropriate and effective data system with a dropout prevention focus in mind.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools on using data systems to identify individual students at high risk of dropping out.

Topic: *Dropout Prevention (DP)*

Practice: *Assign adult advocates to students at risk of dropping out. (Adult Advocates)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Assigning Adult Advocates to Promote Academic and Social Success</i> Multimedia Overview 6:09 min	<ul style="list-style-type: none">• An adult advocate meets with a student regularly to discuss their academic, social, and emotional needs. They act as a bridge between the student, family, and school.• Struggling students who form relationships with adult advocates improve social skills and progress at a greater pace academically.• The intensity and kind of training provided for advocates will vary based upon the severity of the student's problems.• School administrators should facilitate regular meetings between advocates and students.

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Title/Media Type	Who	Description
<i>The Role of Adult Advocates in Dropout Prevention</i> Expert Interview 5:12 min	Russell W. Rumberger, Ph.D. University of California, Santa Barbara	<ul style="list-style-type: none">• Dr. Rumberger describes the role of the advocate in dropout prevention. The advocate role is designed to be concerned about the welfare of the student and serve as a link between the student and the school and between the parents and the school in any area needed.• Advocates can positively impact student performance and behavior.• Advocates may work within the school or outside the school; however, they should be specially trained to work as advocates and the number of students assigned should be kept below 15.

SEE HOW IT WORKS

Title/Media Type	Who	Description	Sample Material
<i>Advocating for Success: The Young Parents Achieve Program</i> Slideshow w/ audio (8 slides)	Eva Hausler Sleepy Hollow High School Sleepy Hollow, NY	<ul style="list-style-type: none">• A social worker at Westchester Jewish Community Services describes a program that provides pregnant and parenting teens with case management, counseling, and academic support services.• Homebound instruction and childcare services are 2 essential components of the program.• Program participants share their personal successes as a result of the services provided to them.	<i>Role of the Academic Coach</i> —This handout describes the role of an Academic Coach, who is a member of the school faculty and works with student-athletes on the football team. The coach communicates regularly with teachers about students' performance and expectations and holds mandatory review classes to improve grades, engage in community service, enhance life skills, and increase graduation rates.
<i>Invisible Mentors</i> Audio Interview 3:45 min	Katie Shawger Foxfire Center for Student Success Zanesville, OH	<ul style="list-style-type: none">• A social studies teacher discusses how the Invisible Mentoring Program, which allows a teacher to establish an informal connection with a student to learn more about them in order to develop strategies for additional support.• Invisible mentors work together to help determine ways to connect with particular students. They try various strategies and approaches during class time to reach out to students.	No Sample Material



DO WHAT WORKS	
Tool	Description
<i>Adult Advocate Self-Reflection: Helping Students Progress in School</i>	A self-assessment designed to help educators participating in an adult advocate program brainstorm on their own about how they can better advocate for their students.
<i>Monitoring Student Progress</i>	Adult advocates can use this planner to collect information about the areas in which the students' teachers have seen or would like to see improvement.
<i>Adult Advocate Planner: Working With Students Towards Goals</i>	Adult advocates can use this planner to help students make improvements in specific academic or behavioral areas.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools to assign adult advocates to students at risk of dropping out.

Topic: *Dropout Prevention (DP)*

Practice: *Provide academic support and enrichment to improve academic performance. (Academic Supports)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Providing Academic Support and Enrichment to Improve Academic Performance</i> Multimedia Overview 6:01 min	<ul style="list-style-type: none">• Academic supports help students at risk of dropping out of school become more engaged and invested in their education.• Leaders involved in planning supports should consider skill weaknesses, scheduling, staffing, learning environment, and credit recovery options that are available, flexible, and tailored to student needs.• Students who are at risk of dropping out often have extensive credit deficiencies; schools can provide ways for students to earn credits more quickly.• Programs can take place after school hours, on Saturdays, and over the summer. School schedules can be adjusted to allow for advisory or study skills periods. Flexible, individualized instruction can help students overcome obstacles to graduation.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Academic Interventions to Increase Student Success</i> Expert Interview 3:55 min	Monica R. Martinez, Ph.D. KnowledgeWorks Foundations	<ul style="list-style-type: none">• Dr. Martinez discusses multiple ways to help a student find success including individualized attention, personalization, and structural changes to provide extra time and extra help to students.• Differentiated instruction is an intuitive and natural way to provide intensive interventions for students.• Formative assessment is key to working with students who need intensive interventions.• Intensive remediation or interventions may be required for students with severe academic barriers to completing school.• Schools must create a learning culture where everyone takes collective responsibility for students.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Small Group Academic Support Through Humanities Teams</i> Slideshow w/ audio (7 slides)	Olivia Weiner Linda Stempel Mike Kelly Sleepy Hollow High School Sleepy Hollow, NY	<ul style="list-style-type: none"> The Humanities Team, which includes 2 teachers and a counselor, discuss working with struggling 9th & 10th graders by building trust and providing the support they need to be successful in school. Before students enter 9th grade, middle school teachers identify students who may experience academic difficulties in high school for placement in the Humanities Program. 	No Sample Material
<i>Recovering Credits Through Project-Based Learning</i> Video Interview 5:07 min	Ginny Stock Foxfire Center for Student Success Zanesville, OH	<ul style="list-style-type: none"> The Project-Based Learning teacher discusses how the project-based learning system allows students to earn credits towards graduation through high-interest projects. Students select project topics based on the academic area in which they are credit-deficient. Completed projects include a creativity component such as a drawing or PowerPoint presentation. The many benefits of project-based education inspire students to earn the credits needed for graduation at their own pace. 	<i>Lesson Plan Template</i> —A template to help teachers develop a well-planned lesson that incorporates methods for engaging learners. <i>Unit 1 Map</i> —An organizer teachers use when creating a new unit map. It adheres to the state standards for Ohio. <i>Standards-Based Assessment</i> —An example of a social studies standards-based assessment that is aligned in content and format with the Ohio Graduation Test. <i>Project-Based Learning</i> —A project-based learning assignment students can complete to earn graduation credits.
<i>Providing Academic Support in Core Content Subjects</i> Video Interview 5:23 min	Jolina Haines Western Hills University High School Cincinnati, OH	<ul style="list-style-type: none"> A 10th grade English teacher explains student instructional support services, such as after-school help sessions, team meetings, and tutoring services. Teachers across content areas help students analyze reading material in the Seminar Program. Teachers use a statewide data system that identifies each student's academic needs based on the state's learning standards. 	No Sample Material

DO WHAT WORKS	
Tool	Description
<i>Learning Together: Providing Targeted Academic Supports</i>	This tool is used to facilitate reflection and collaboration in groups to better understand the importance of providing a variety of academic supports, and determine the types of support best suited to the needs of their student population.
<i>School Assessment: Identifying Academic Supports</i>	This self-assessment introduces teachers to the various types of supports that might be available and directs reflection on the academic supports that are currently in place to aid/facilitate dropout prevention.
<i>Planning Together: Creating Academic Supports for Your School</i>	This planner will help begin the collaboration and planning process to create additional academic supports, to note expected outcomes, and plan measurements to aid/facilitate dropout prevention.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools to provide academic support to students at risk of dropping out.

Topic: *Dropout Prevention (DP)*

Practice: *Implement programs to improve students' classroom behavior and social skills. (Social/Behavior Programs)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Improving Classroom Behavior and Social Skills</i> Multimedia Overview 5:50 min	<ul style="list-style-type: none"> At risk students benefit from social-emotional supports to help them learn how to interact and communicate positively and consider long-term consequences of their actions. Building positive relationships with other students, teachers, and staff helps students become more engaged in school. After-school and districtwide assessments identify which students are most in need of support. Implementing social programs such as mentoring and counseling, rewards and recognition, specialized curricula, and establishing partnerships with social services and law enforcement organizations can lead to fewer problems with disruptive behavior. Social skills training can blend with the broader curriculum for schools with widespread social challenges or can be special programs for schools that have a small percentage of at-risk students.

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Title/Media Type	Who	Description
<i>Social and Emotional Training as Part of Dropout Prevention</i> Expert Interview 4:45 min	Russell W. Rumberger, Ph.D. University of California, Santa Barbara	<ul style="list-style-type: none"> Dr. Rumberger provides an overview of the different approaches for supporting students. Students who drop out can have academic, social, behavioral, and/or emotional issues that may interfere with their ability to concentrate and learn. Schools may solicit the assistance of independent agencies to provide formal curricula for students to learn social skills. Schools can informally use and reinforce social skills by setting up programs such as small learning communities that target a small subset of at-risk students or change the whole school environment.

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Title/Media Type	Who	Description	Sample Material
<i>Meeting All Student Needs Through Wraparound Services</i> Presentation 5:53 min	Susan Barker Foxfire Center for Student Success Zanesville, Ohio	<ul style="list-style-type: none"> A Student Services Coordinator describes how students' social, physical, behavioral, emotional, and academic needs are met by embedding wraparound services provided by a team comprising a police officer, social worker, and public health nurse. Programs such as alcohol & drug prevention and nutrition & wellness are offered to meet students' needs. 	<i>Pyramid of Success</i> —A PowerPoint presentation that demonstrates the foundational principles of the school's operation. The pyramid details the school's pathway for meeting the needs of its students.
<i>Meeting the Social and Behavioral Needs of At-Risk Students</i> Slideshow w/ audio (6 slides)	Steffani Slone Western Hills High School Cincinnati, OH	<ul style="list-style-type: none"> The school psychologist talks about students' emotional and social supports within the school. The Controlling Myself, Women Writing for Change, and Yoga programs teach students problem solving, how to understand and manage their emotions, and how to express themselves through writing. 	<i>Targeted Social-Emotional Programs</i> —Examples of letters sent to parents whose child are identified for participation in one of the school's social-emotional programs.
<i>Behavior Interventions to Help Students Establish Attainable Goals</i> Audio Interview 3:28 min	Carol Conklin Alan Alterbaum Sleepy Hollow High School Sleepy Hollow, NY	<ul style="list-style-type: none"> A principal and assistant principal discuss how the school's discipline approach has transitioned from one of punitive and negative consequences to proactive and positive strategies. The Discipline Committee adopted a referral system that tracks student behavior patterns for data analysis. Staff explicitly teach expectations and provide students with tools necessary to follow through. 	<i>The Humanities Program</i> —A presentation that describes a program's targeted intervention for struggling 9th- and 10th-grade students.

DO WHAT WORKS	
Tool	Description
<i>Learning Together: Improving Classroom Behavior and Social Skills</i>	Convene a school in-service session to help teachers understand the importance of meeting students' social and emotional needs and to improve classroom behavior and social skills for those students at risk of dropping out of school.
<i>Teacher Self-Reflection: Promoting Social-Emotional Learning</i>	This self-assessment can help teachers reflect on current classroom practices aimed at promoting positive behavior in all students, including students at risk of dropping out of school.
<i>School Self-Reflection: Improving Students' Behavior and Social Skills</i>	This self-assessment can help the school reflect on current school-level practices aimed at promoting positive behavior.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools to implement programs to improve students' classroom behavior and social skills.

Topic: *Dropout Prevention (DP)*

Practice: *Personalize the learning environment and instructional process. (Learning Environment)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Personalizing the Learning Environment</i> Multimedia Overview 6:25 min	<ul style="list-style-type: none"> Personalizing the learning environment can create a sense of belonging and provide academic, social, and behavioral encouragement for students and give teachers time to focus on each student's learning and provide the opportunity to develop caring, supportive relationships with students. Schools that have implemented personalized learning environments report higher student academic performance and lower dropout rates. Personalizing the learning environment can be achieved by creating small learning communities, limiting enrollment to fewer than 600 students, or by creating "schools within a school." Collaboration among school faculty is necessary to implement radical changes to a school's structure and schedule.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Connecting to Kids With Small Learning Environments</i> Expert Interview 4:46 min	Nettie Legters, Ph.D. Johns Hopkins University	<ul style="list-style-type: none"> Dr. Legters discusses ways to personalize the learning environment for secondary school students. Strategies that aid in personalizing a learning environment include: creating small new schools, providing transition activities such as 9th-grade academies, establishing small learning communities within large schools, creating interdisciplinary teams, flexible scheduling, and extracurricular activities. Undergoing an inclusive and transparent planning process is key to creating a successful learning environment.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Building a Personalized Culture Using the Five Big Rocks</i> Video Interview 5:27 min	Todd Whiteman Foxfire Center for Student Success Zanesville, Ohio	<ul style="list-style-type: none"> A principal describes the Five Big Rocks, which are the foundational principles of the school's learning environment. The Core Value Honor Roll allows students to nominate teachers who have demonstrated the school's core values. Teachers can also nominate students. 	<i>Big Rocks</i> —A presentation that outlines how the school plans for, monitors, models, and confronts problems based on five principles to build a personalized learning environment.
<i>Building a Personalized Environment Through Small Learning Communities</i> Video Interview 5:54 min	Stephanie Harden Morton Western Hills High School Cincinnati, OH	<ul style="list-style-type: none"> A principal describes how her school provides students a structured, disciplined, and personalized learning environment. This includes a flex-block schedule and student-teacher team meetings. Team-based learning allows teachers to get to know students and their needs. Grade-level teams include 4 academic core teachers and their students. Students are exposed to various postsecondary options, including: college, the workforce, and other training programs. 	No Sample Material
	Sleepy Hollow High School Sleepy Hollow, NY		<i>Avanza Program and Spanish Language General Education Development (GED)</i> —Describes a pilot alternative academic program to improve academic skills and meet English as a Second Language students' needs in middle and high school.

DO WHAT WORKS	
Tool	Description
<i>Learning Together: What Is a Personalized Learning Environment?</i>	Convene a school in-service session on learning key features that promote personalized learning environments. Participants can consider ways these features can be implemented in their schools.
<i>Assessing the School's Learning Environment</i>	This self-assessment tool provides administrators the opportunity to reflect on four components of a personalized learning environment and their implementation: Organization, School Culture, School Communication, and Curriculum and Instruction. The self-assessment results can be used as a catalyst for administrators to consider possible changes to develop a more personalized learning environment.
<i>Planning for a Personalized Learning Community</i>	This planner allows school personnel to develop schoolwide organizational strategies that would contribute to a personalized learning environment.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools to implement programs to personalize the learning environment and instructional process.

Topic: *Dropout Prevention (DP)*

Practice: *Provide rigorous and relevant instruction to engage students and build skills. (Rigorous/Relevant Instruction)*

PRACTICE SUMMARY

Title/Media Type	Description
<i>Engaging Students and Providing Skills Needed to Graduate Through Rigorous and Relevant Instruction</i> Multimedia Overview 6:04 min	<ul style="list-style-type: none"> • Describes how schools can implement strategies to bolster student engagement by offering rigorous and relevant instruction and multiple pathways to career and postsecondary options. • By redesigning high schools and adjusting teaching strategies, districts and schools can provide students with relevant workforce skills. • Districts can incorporate college preparatory core classes, professional or technical classes, and field-based learning opportunities within a portfolio of high schools. • Professional development opportunities for staff are necessary to implement organizational and instructional changes.

LEARN WHAT WORKS

Title/Media Type	Who	Description
<i>Providing Rigorous and Relevant Instruction to All Students</i> Expert Interview 6:51 min	Monica Martinez, Ph.D. KnowledgeWorks Foundation	<ul style="list-style-type: none"> • Dr. Martinez shares strategies that schools can implement to provide rigorous and relevant instruction. These include a common core curriculum, instruction that meets all students' needs, and integration of relevant applied learning. • Providing theme-based instruction helps students understand the relevance of what they are learning and apply it to their lives. • Teachers required professional development that is integrated into the regular school day.

SEE HOW IT WORKS			
Title/Media Type	Who	Description	Sample Material
<i>Connecting Academic Content to Careers</i> Slideshow w/ audio (9 slides)	Angela Harris Western Hills University High School Cincinnati, OH	<ul style="list-style-type: none"> The Campus Family Support Manager discusses how she facilitates college and career programs. Curriculum is designed to connect academic content with career building. 	No Sample Material
<i>Engaging Parents and the Community</i> Audio Interview 5:10 min	Deb Lussier Foxfire Center for Student Success Zanesville, Ohio	<ul style="list-style-type: none"> The Assistant Principal discusses strategies used to engage students, parents, and the community. Activities such as “Curbside Coffee” and “FAFSA [Free Application for Federal Student Aid] Night” help keep parents informed. The “Pay it Forward” program encourages students to volunteer in the community for elective credits. 	<p><i>Professional Learning Time Log</i>—Teachers use this form to reflect on the focus for the week set by the Principal.</p> <p><i>Senior Project Requirements</i>—Shows the requirements for the senior project, which include career exploration, postsecondary goal setting, personal reflections, and community participation.</p>
	Sleepy Hollow High School Sleepy Hollow, NY		<p><i>Project Y.O.U.</i>—This presentation describes a work/study program with academic support and employment components for students at risk of academic difficulties and students with special needs.</p> <p><i>Guidance News</i>—A school newsletter article that describes the assistance offered to students in preparing for college.</p>

DO WHAT WORKS	
Tool	Description
<i>Learning Together: Creating Professional Learning Communities</i>	Convene a school in-service session to explore professional learning communities (PLCs), and discuss ways that PLCs might support the school's dropout prevention efforts.
<i>Self-Reflection Tool: Rigorous and Relevant Instruction for Dropout Prevention</i>	This self-assessment tool is designed to focus on improvement in teaching and learning by making teachers aware of the strengths and weaknesses of their practice. It can be used to reflect on their instruction strategies and see where improvement may be needed.
<i>Planning Together: Rigorous and Relevant Instruction for Dropout Prevention</i>	This planner is used by teachers to reflect on past and current professional development opportunities.
Planning Templates	Comprehensive planning templates for working with state education agencies, districts, and schools to implement programs to improve students' classroom behavior and social skills.